

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use

the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
N/A	N/A

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/**NO** * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £34,120		Date Updated:03.11.20	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
Continue to promote more active lunchtimes with all K1 and KS2 pupils to encourage them to become more active.	Timetable of activities agreed and in place (covid-19 secure). Staff to be trained in lunchtime and break time activities. Purchase equipment to support delivery of break and lunchtime activities/clubs Create and train play leaders to monitor and run break and lunch activities.	£4000			
Replenish sports equipment to ensure that there is enough for each year group	Audit and check all equipment is safe and fit for purpose before use in break and lunchtime clubs and activities. Purchase new equipment for the new PE scheme and to replace damaged and lost equipment.	£5000			

Implement the Daily Mile for KS1 and KS 2	Measure out the course around the school. Create a logging system so child can log their laps. (competitive and non-competitive) Celebrate their achievements (weekly/bi-weekly).	£400		
Introduce swimming lessons to all Students in Ks1 and Ks2.	Collect data on pupil's ability. Discuss with pupils their enjoyment of swimming, encouraging the health benefits. All pupils in Years 5 & 6 to have swimming lessons weekly in Module 4. All pupils in Years 3 & 4 to have swimming lessons weekly in Module 5. All pupils in Years 1 & 2 to have swimming lessons weekly in Module 6	£2500		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Create a sporting environment across the school	Encourage teachers to embed brain breaks into their daily timetable. Encourage more yoga lessons to help create a holistic approach to PESSPA across the school. Reinforce the Daily Mile "Personal	£400		

	<p>best” challenge. Get pupil agency about what the children would like to learning in their PESSPA opportunities. Re-introduce the Celebration Assemblies and prizes.</p>			
Encourage pupils to view sports and healthy living as essential things for their body.	<p>Create timetable for a sports week and a healthy living week. Procurement of resources for the activities.</p>	£3500		
Termly celebration of all sporting achievements and successes during celebration assembly.	<p>Purchase resources (certificates and medals). Ambassadors prepare for assemblies (online and face to face). Celebrate pupils’ successes and achievements of outside sporting achievements.</p>	£400		
Create Sports Ambassadors to run Celebration assemblies	<p>Pupils selected (year 5 and 4) and trained to be Sports ambassadors (link to Play leaders).</p>	£1500		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Purchase a new PE scheme "Getset4PE".	Purchase Getset4PE Scheme	£660		
Staff Training to enhance quality of teaching.	Assign staff members to GS4PE training. Encourage staff to develop personal CPD online.	included in the GS4PE scheme/ online courses		
Enhanced Staff training	Assign staff members to complete Qualification course for PE leaders and specific sports. Arrange cover for Teachers.	£ 3000		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Implement a Long-term curriculum map to encourage all pupils to participate in different sports.	Design a timetable for new sports to be implemented during curriculum time. Purchase new equipment to be able to participate in these sports.	£ 1250		
Offer a broad range of after school clubs to better engage more pupils and increase participation.	Speak with the School council to find out what clubs the children would like. Encourage staff to offer a range of sporting/healthy living clubs. Encourage children across the schools to take part. Create a partnership with Allhallows Caravan site.	£6000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase participation in Trust tournaments.	Arrange transport and staff cover for tournaments. Focus on skills and training for the event. Release staff to comply with pupil to staff ratio and arrange cover. Organise groups of pupils to attend.	£2500		
Regularly attend competitive festivals and sporting events to engage more pupils, through our links with DFC and Medway council.	Arrange transport and staff cover for tournaments. Focus on skills and training for the event. Release staff to comply with pupil to staff ratio and arrange cover. Organise groups of pupils to attend.	£3000		

Signed off by	
Head Teacher:	L. Rimmer
Date:	2/11/20

Subject Leader:	J. Knighton
Date:	2/11/20
Governor:	
Date:	